



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

languages, similar to that presented by Dr. Bright at the first meeting of this Convention, would be of interest and benefit to members of the Association and, on motion, Dr. Bright was requested to have such report printed and ready for distribution at the next regular meeting in 1887.

The regular reading of papers was then entered upon and Professor F. V. N. PAINTER (Roanoke College) headed the list with a communication on

8. "Recent Educational Movements in their Relation to Language."*

President SHEPHERD (Charleston College) made a few remarks upon this paper :

While admitting the intrinsic merit of Professor Painter's essay, he thought that it was irrelevant in a purely philological body, its proper place being an educational or pedagogic association. The paper had no relation whatever to any of the absorbing topics of modern philology. He thought, however, that even in discussing an avowedly educational theme, Prof. Painter might have drawn largely upon the wealth of illustration afforded by English Literature. Sir Philip Sidney, Ascham, Bacon, Ben Jonson, Milton, Locke, Swift Addison, Steele, Cowper, etc., are rich in interest and in suggestion to the student of educational development, as well as to the investigator of literary evolution and expansion.

Professor JAMES M. GARNETT (University of Virginia) followed with a paper on

9. "The Course in English and its Value as a Discipline."†

Dr. JAMES W. BRIGHT (Johns Hopkins University) opened the discussion and said :

It is gratifying to hear a man of Prof. Garnett's wide experience on an important subject such as the one under consideration. There is little in the details which calls for special discussion ; but I think the general doctrine of the paper worthy of emphasis. If we were to reduce to a statement the inherent truth

*Cf. TRANSACTIONS, pp. 83-91, for the full paper.

†Cf. TRANSACTIONS, pp. 61-73, for the full paper.